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ABSTRACT

Adult refugee English as a second language (ESL) programs are often mandated to serve all who sign up for instruction, a requirement that results in multilevel classes. This guide describes and discusses this and other factors which contribute to the existence of multilevel and/or heterogeneous classes, and provides some practical approaches and techniques for dealing with them. The first section describes four factors in heterogeneous classes and indicates methods for dealing with them. The factors discussed are: open entry-open exit programs, the grouping of literate and non-literate students in the same class, wide age differences in the same class, and the mixing of different cultural groups. The second section outlines six sets of approaches, techniques, and activities and describes how and when they can be used to best advantage. The approaches discussed are: (1) ice-breakers to help decrease possible feelings of inferiority or insecurity on the part of weaker students; (2) grouping according to skill abilities; (3) using aides and volunteers effectively; (4) treating each class session as an independent unit or module; (5) organizing the classroom as a resource lab; and (6) a variety of class exercises under the headings of language experience stories, strip stories, and cloze procedure. A list of selected readings and resources for activities and games completes the guide. (AMH)

Refugee Education Guide
Adult Education Series #13

Grouping

Peer Tutoring

Small Group Activities

Volunteers

Performance Objectives

Tutors

Resource Labs

Language Experience Stories

Strip Stories

Cloze Exercises

Teaching ESL in a Multilevel Classroom

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TEACHING ESL IN A MULTILEVEL CLASSROOM

Introduction

Multilevel classes have been a reality in foreign language courses for some time. The limited literature on the topic cites attrition, limited enrollments, and scheduling problems as the culprits responsible for such a situation. Although this may be true, many language teachers also contend that there is no such thing as a truly homogeneous language class: each class is made up of individuals who bring with them different backgrounds, different abilities, and different needs. Thus, in principle, we can say that all language classes are "multilevel" in one way or another.

This is probably true of all ESL classes, but particularly of adult ESL classes. Most adults have work and family obligations which take first priority in their daily schedules; thus, the ESL class in which they enroll is often the class which best fits their time schedule or is closest to home, and is now always the class which best suits their level of language proficiency. Moreover, adult refugee ESL programs are often mandated to serve all refugees who sign up for instruction, whether or not there is a place in the appropriate class. All this results in large classes consisting of students with different ethnic backgrounds and a wide range of language needs. In other words, the multilevel classroom situation is quite typical in an adult ESL setting; and the problem is further compounded by a variety of other factors which contributes to the heterogeneity of the class.

By gathering information and insights from the literature, interviewing teachers, and observing classes, we have produced this guide to aid teachers in dealing with the problems which plague multilevel, heterogeneous classrooms. Section I contains a description and discussion of the factors which contribute to the existence of multilevel and/or heterogeneous classes, and Section II outlines some practical approaches and techniques for dealing with the situations described in the first section.

I. Factors to Be Considered

A multilevel class is traditionally defined as a single class in which there are students of various levels of language proficiency. Yet, as mentioned earlier, no class consists of students who all have exactly the same level of proficiency, which leads to the usual practice of "teaching towards the middle" or aiming the instructional content at the largest number of students. However, if the students have an extremely wide range of language abilities or needs, or if no more than two or three students can be considered to be at roughly the same level, the usual teaching strategies will only serve to frustrate the class.

Four major factors that contribute to multilevel ESL classes are open entry-open exit programs, the grouping of literate and non-literate students in the same class, wide age differences in the same class, and the mixing of different cultural groups. Each is discussed in more detail below.

A. Nowhere is this problem more apparent than in an open entry-open exit ESL program, which has been, and still is, quite common in adult education centers. In its purest form, an open entry-open exit program is operated just as its name implies: students may enter the program at any time, given there is physical space in the classroom, and may leave just as suddenly. Although there are usually testing procedures to place the student according to level, there may only be a limited number of existing classes (and therefore, "levels"). Moreover, since students may enter at any time, others who might have been at the same level as the entering student several weeks ago, may now be more advanced due to several weeks of instruction. It is difficult to compensate for this "teaching effect" on the existing class when a new student enters. Even in a modified open entry-open exit program (where students can enter only at specified times) the problem exists; new students are likely to be less advanced than those already in the class.

Although an open entry-open exit system offers some advantages from a programmatic point of view (e.g. no waiting list, full classes, individual or small group testing, student mobility), it is often an exasperating situation for both teachers and students. Faced with a

constantly changing number of students, high rates of absenteeism (common in adult classes), and students with different abilities and different goals, teachers need to continually readjust goals and re-establish group rapport, which is often bewildering and frustrating to the students.

This situation seems to call for a departure from traditional teacher-centered strategies to free the teacher to concentrate his/her energies where they could be more beneficial. These strategies may include grouping students for peer tutoring or small group activities, the use of independent teaching modules, or the use of specific language activities which allow students to work separately or together at their own level. Each of these will be discussed in Section II.

B. As more and more non-literate adults (many of them refugees) enroll for ESL instruction, the placing of first language literate and non-literate students in the same class has become the most recently contributing factor to the multilevel situation. Due to the fact that in most placement procedures there is no test for native language literacy, it is not always readily apparent which students are literate, semi-literate, or non-literate in their native language. As a result, teachers are often ill-prepared to deal with the instructional problems these differences in literacy skills will create.

Differences in literacy skills often derive from differences in educational backgrounds. More educated students will possess more literacy skills, and as such will not only feel comfortable and have strategies for learning in a classroom situation, but also have the means (literacy skills) for learning. For example, it is much easier to remember and practice a particular language point if you can write it down for review later. Students with literacy skills can take advantage of visual cues (in addition to aural cues) for learning. Therefore, although the students may all be at the same low level of oral English proficiency initially, differences in literacy skills will yield different rates of learning, creating a multilevel situation almost spontaneously.

Even though you may separate those who can read in English from those who cannot in order to teach ESL/literacy skills, there will still be great differences in the progress of those who cannot read in a roman alphabetic language and those who cannot read in any language. In any

case, many adult ESL programs do not find it feasible to establish a separate ESL/literacy class due to such reasons as the small number of students in need of such instruction, the lack of appropriate materials, the lack of expertise, and/or the shortage of classroom space.

Yet, whether or not literacy skills are specifically taught, it is still quite possible to offer ESL instruction to these students, as long as activities and materials are employed which allow the students to use and develop the skills they already possess. More specific suggestions and descriptions will be given in Section II.

C. The factor of age also contributes to a multilevel class, especially if a wide age span exists. Although a program may be termed "adult ESL", students in one class often range from 17 to 65 years of age. The younger students, less threatened by the learning situation and less constrained by societal roles, usually progress more rapidly than the older ones.

If the younger students are allowed to dominate and set the pace of instruction for the entire class, problems of a sensitive cultural nature may arise. These problems can be especially acute if members of the same family (e.g. grandfather, father, son), constitute the age span in the classroom. The teacher must strive to preserve the natural roles in the classroom, while meeting the instructional needs of the students.

Although this is never easy, some simple classroom management techniques may suffice. For example, the teacher may assign older students the role of taking attendance, handing out papers, or collecting homework; or the teacher may give older students the opportunity to answer first. Techniques such as these, in addition to instructional techniques discussed in Section II, may prove quite fruitful.

D. A fourth factor which gives rise to multilevel classes is the presence of divergent cultural (or ethnic) groups in the same class, the norm for ESL classes. These group differences, which may surface as a natural antagonism between cultural groups, may also encompass geographical (urban vs. rural) and gender-role (male vs. female) differences both

within and between ethnic groups. These differences can serve to compound the difficulties in managing and teaching a multilevel class.

Students from urban and rural backgrounds not only will require different contexts for learning, but will also need encouragement to become contributing members of the class, each in their own right. Experience tells us that students with urban backgrounds are more sophisticated and usually more educated. Thus, there is a tendency for them to be more verbal, dominating. Yet, it is the teacher's responsibility to help all the students to be participating members of the class. Both males and females should be encouraged to contribute equally to the benefit of the entire class. Choice of classroom activities will help in these aims.

The natural antagonism between groups will always cause some friction, but the problem will be made more acute if one specific group turns out to be more proficient in English than the other. Again, all must be encouraged to be important, contributing members of the class, and a common ground must be found. One teacher reported that, after several uncomfortable weeks, the common ground on which her students could unite was the fact that they had all fled communist regimes. Therefore, a short anti-communist discussion served to rid the class of much of its antagonistic feelings.

II. Approaches and Techniques for Teaching in a Multilevel Class

A. Ice Breakers

A good class ambience is very important in helping to decrease any existing antagonism and feelings of inferiority on the part of the weaker students. Therefore, successful management of multilevel classrooms usually calls for at least initial and final whole group activities, if not periodic whole group sessions, in order to foster the atmosphere necessary for later small group cooperation. In fact, many practitioners alternate individual or small group activities (lasting from ten to thirty minutes) throughout the class period. Other practitioners begin with the whole group (for presentation) and gradually divide the class into smaller and smaller groups as the tasks become more individualized. In order to maintain the class unit some whole class activities need to be interspersed with the smaller group sessions.

Review exercises, during which stronger students will automatically help the weaker ones (often in their native language), may foster class unity. In addition, initial ice-breakers and game activities such as the following encourage students to interact and help create.

1) Teacher cuts up paper of different colors into different shapes, making sure there are at least two of each shape in each color. The shapes are randomly distributed, and the students pin the pieces of paper to their shirts. Students must then find at least one other student who is "like" (either in shape or color) him/her, and find out his/her name and/or country of origin.

2) Similar to number 1 above, students are instructed to find someone like him/herself in

- physical attributes (i.e. color of eyes, hair, etc.)
- dress (i.e. type of clothing and color)
- occupation

Students must then explain to others how they are alike.

3) Pictures of animals or common objects are pinned to each student's back. Students must then ask others for clues in order to find out "What am I?"

These are just a few of the kinds of activities or games that can be utilized with multilevel classes. Some ESL resource books devoted to these types of activities are listed for your convenience in Appendix A (page 17) at the end of this guide.

B. Grouping.

One often-used approach to grouping students is according to similar skill abilities. For example, students with higher reading levels are given a specific reading assignment (with questions to be checked by the teacher later), while the teacher works to develop reading or even basic literacy skills with another group. Or, students who are more fluent are assigned to interview each other (with a set of specific questions to answer) while the teacher practices a dialogue of similar content (i.e. personal information) with the less verbal students.

In contrast, the grouping of students of different abilities can also be an effective practice, since it is then possible to emphasize each student's strengths; thus, all feel they have something to contribute.

This can be done in two ways.

1) Peer Tutoring. By this term we mean that a student who possesses a certain knowledge (e.g. of the Roman alphabet) teaches another student who needs to learn that particular item. It is particularly useful to use this type of pairing when literates and non-literates are in the same class. The peer tutor can facilitiate the learner's practice of letter formation and reading of simple sight words (in the form of a matching exercise). Especially able peer tutors may even create some of their own materials so that the tutoring session becomes a learning situation for tutors as well as tutees.

However, if peer tutoring is to be an effective tool, it is important that tutoring situations not always be "one-way". This means that the student who is the tutor should not always have that role, just as the learner should not always be kept in his/her role; roles should be reversed. The tutee can teach another student what he/she has just mastered. Knowing that he/she will soon be placed in the tutor's role, the learner will pay closer attention, which can result in faster progress. Teaching will also serve to reinforce what the tutee has just learned. In the case that the tutee is an especially slow learner, he/she can, for example, be given the job of introducing a new student to the class and familiarizing that student with the classroom routine.

2) Small Group Activities. A common approach to small group work is the pairing of students. The main advantage of pairing is that it is fast and easy to move two desks to form the pair; the main drawback is that one student of the pair will tend to dominate. Therefore, some teachers place students in odd-numbered groups of three or five to minimize the chances that a single student will dominate the group. Forming such odd-numbered groups may be noisy and initially chaotic, but once the students learn what is expected of them, groups can be formed quite efficiently.

When forming these groups the teacher may mix students of different abilities, giving each student a specified task to perform. For example, after having practiced a dialogue as a whole group, students can be divided into threes, and one of the group given one part of the dialogue. That student reads it, another student (who may or may not be literate) provides

the other part orally, and the third person writes down the other part of the dialogue, which can later be composed with what was provided orally. Or, for example, after having practiced a dialogue, a strip story consisting of both pictures and sentences may be given. One student puts the sentences in sequence, another put the pictures in sequence, and the third matches the sentences with the pictures. Again, at least one member of the group need not be literate.

Some of these activities may be repeated, rotating tasks. By the third time, the weakest of the group may have learned to perform the harder tasks.

C. Aides and Volunteers

Having an aide may be a luxury most ABE/ESL teachers can only dream about. Even those who have this luxury, learn that it is initially just another time-consuming task for the teacher. Aides must be given at least some training and attention by the teacher if they are to be effective; yet, it can be a time investment worth making.

Aides and volunteers may be used to teach some basic literacy skills to the few who need them to catch up to the others in Book I. Or, they may be used to monitor group or individual reading and writing activities of the more advanced students. Or, they may be used to fill in the forms or make the phone calls that the low-level students invariably ask the teacher to do for them. Whatever the task, it is important that aides or volunteers (like students) know exactly what is expected of them.

If there are no aides or volunteers available to your class at this time, and you want one, there are many possibilities you can pursue: former students, retired people, or students in teacher training programs. You may wish to use a former, successful student who has a couple of hours a week to spare. Using a former student has its advantages: that person has bilingual capacity, and can empathize fully with the students. You may also wish to approach a local retired teachers' organization or other community groups. Retired teachers and older people usually have the time, patience, and skills that younger people do not have. Still another possibility is a local institution of higher education which offers a teacher training program. Prospective teachers may welcome the

opportunity for experience; you might try to arrange with the director of the ESL teacher training program for students to receive some credit (such as one credit for independent study) for their effort. Many graduates of teacher-training programs often complain that they are not adequately prepared for situations such as multilevel classes: this can be your selling point.

D. Independent Modules

Treating each class session as an independent unit is a popular practice among teachers in open entry-open exit programs; a lot of repetition of vocabulary and structure is built into each lesson, so continuing students are given reinforcement and entering students (or those who are absent) do not feel lost.

The use of independent modules rather than the grouping of students is also popular with teachers whose students are at the lower levels. Lower level students may have difficulty in groups because they do not yet have the confidence to be self-directing. This is also true of some ethnic groups who expect a teacher-dominated classroom, and may not do well in self-directed groups. Thus, independent modules may be preferable to grouping. Two methods for developing independent modules are the use of topic or situation and specific performance objectives.

1) Topic. One way to present a topic or situation is through dialogue. For example, a simple dialogue based on a phone call, a visit to the doctor, a bus ride, or a trip to the grocery store, may be chosen. The teacher can then practice the dialogue material by directing questions of varying difficulty to individual students. For example, a lower-level student may be asked: "What's the man's name?" and a higher level student may be asked an open-ended question, such as: "What happened?" or "What's the man's problem?"

Another way to present a situation is through pictures, which can be used to evoke language. Again, students are asked to respond at their level of ability. Higher level students may be asked to write answers on the board. In addition, pictures on a particular topic may be used for language experience stories, to be discussed in Section II.F.

Another use of topic may be termed "theme" teaching, whereby the whole class works on a project, and each student is given a specific assignment. For example, the theme may be Medicine: Folk vs. Modern. Some higher level students may be assigned to read an article and give an oral report on it. Other students may be asked to bring in a traditional medicine (from their home country) and explain its application to the class; still others can be asked to make comparison charts of medications (using pictures and/or words) based on the information gathered by the others. The point here is to capitalize on each of the students' abilities and talents so all are contributing to the whole.

2) Identifying Performance Objectives. Another way of presenting independent units is by identifying what it is that you want the class to do with language, and teaching towards that objective. For example, you may want the students to be able to ask for directions. Lower level students should be able to fulfill this objective by asking: "Where is the post office?" whereas higher level students may be expected to ask: "How do I get to the post office?" For more detailed information on how to construct this type of lesson or curriculum, see Refugee Education Guide, Adult Education Series #12: "Teaching ESL to Competencies".

E. Resource Labs and Some Possible Activities

Another popular way of managing a multilevel class is by organizing a resource lab in the classroom in order to personalize instruction. A resource lab may consist of "learning stations" where students may choose exercises and activities to practice individual skills. For example, there may be a reading table where students can choose activities which range from simple vocabulary identification and matching exercises to reading passages or stories with related questions or exercises. Other stations which can be established include a writing center, a listening/pronunciation table equipped with a tape recorder, earphones, and various tapes, and a grammar practice table. The following are a list of suggested activities that can be developed for each station.

Reading

1) For sight word practice, write vocabulary items on large cards with a picture denoting the meaning on the back. Students must read the

word, and then can check the meaning by looking at the picture on the back.

2) Have sheets of matching exercises consisting of traffic and street signs and their corresponding meanings.

3) For survival reading comprehension practice, have a selection of actual or adapted classified ads, numbered by difficulty. Write a set of multiple choice questions for each ad.

4) Have a selection of short stories, numbered by difficulty. Write a set of comprehension questions for each story.

5) For sequencing, cut up a short reading selection into paragraphs, tape the paragraphs to different colored large index cards. Have the students identify the order of the paragraphs. (Answer key will be by colors.)

Writing

1) For vocabulary and sentence writing practice, write a word on an index card, and put these cards into meaning-related sets of five. Have the students write a sentence with each word.

2) For pre-literacy skills practice, have a set of alphabet cards. Have non-literate students practice copying the letters.

3) For functional communication practice, have a set of one-sided dialogues. Students must write the other part.

4) Have a folder of picture sequences (e.g. cartoons). Students choose one sequence, and write a description of what is happening.

5) For letter-writing practice, have folders of sample business and personal letters. On index cards write instructions such as: "You are writing to the X Publishing Company to request a certain book." Students choose an index card and write a letter, following the directions indicated on the card. They may refer to the sample letters in the folder.

Grammar

1) For practice with troublesome grammatical structures, have an assortment of dittoed multiple choice and fill-in-the-blank exercises on the following areas:

- verb tenses
- prepositions
- question formation
- adjective placement
- modals

Prepare answer key for self-checking.

2) On index cards write a sentence or question, with each word on a separate card. On the back number each word card in sequence. The students must put the cards in the correct word order. They can check themselves by looking at the numbers on the back. Keep each set of cards in a rubber band or in an envelope.

Listening/Pronunciation

Have at least one cassette player, with several earphone jacks. The following types of tapes can be made available:

1) Dictations of: letters of the alphabet (for non-literates)
survival vocabulary (for low-level students)
sentences drawn from previously-practiced dialogues
sound contrasts, i.e., are the following sounds (or words) the same or different?

2) Get the commercial tapes which accompany the text or workbook you are using.

3) Record short stories on tape. Depending on the students' level of ability, assign the following accompanying exercises.

- a set of comprehension questions
- the text of the story with words missing. Students must fill in the missing words as they listen to the tape.

4) Make tapes of sentences or words students have had trouble pronouncing. Leave space for them to repeat.

Developing these various individualized learning activities will take time; a resource lab cannot be established overnight. Yet, once these activities and exercises are developed, they can be used over and over again: thus, the time will have been well spent. However, many teachers may not have enough time to develop all the activities and exercises needed for a resource lab. Fortunately, there are many and varied

ESL materials available commercially which are devoted to review exercises, games and learning activities. Many of the activities for a resource lab can be drawn from these sources.

The learning stations of a resource lab allow the students to work individually at their own pace in the needed skill area, and free the teacher to be where he/she is most needed. However, in order for resource labs to be most effective, they should not be over-utilized. In addition, answer sheets for all exercises and activities should be provided (when possible) so students can check their own work. If there are no answer keys available for certain exercises, the teacher (or classroom aide) should plan some time to review the students' work.

F. Other Activities

1) Language Experience Stories. Widely used as a method for teaching children to read in their native language, language-experience stories can also be quite effectively used with adults to practice not only reading skills but all language skills. The advantage of language experience stories is that they are student-generated materials, and as such hold the students' interest and are never too difficult nor too easy: students will only provide stories that are within their language capabilities. There are many variations of language experience stories: the following is one of them.

a. Teacher brings in a large picture which evokes a story or situation that students may find of interest.

b. By going around the room, each student gets the opportunity to contribute to the story. (Students' level of ability is not a problem: for example, if shown a picture of a refugee, one student may say, "He is a refugee", while another might say, "There are many refugees from around the world who have come to the U.S.")

c. On the board, or preferably on newsprint with a dark marker, the teacher records what each student dictates. The teacher does <u>not</u> correct at this point, as this would only serve to discourage and inhibit students. The students are expressing what <u>they</u> want to say in the way they know how to say it. However, it is perfectly acceptable if other students make corrections (which they are bound to do, especially in a multilevel class).

d. When the story is finished, the teacher reads it aloud to the students, and has them repeat it.

e. Certain words may be pointed out for special practice and repetition.

f. The teacher later edits the story for corrections (perhaps at home), and types it up to make a copy for each student.

g. The story is distributed during the following class, and reviewed in its final form.

h. Students keep a folder of all their language experience stories, and thus always have reading material which they are capable of reading.

Other variations include doing individual language experience stories with each student. (Aides may be very helpful in this capacity.) Language experience stories may be based on students' experiences (e.g. field trips, vacations, celebrations), rather than on a picture.

Many kinds of activities can be created from the student-generated stories. For example, sentence strips can be made, and the order of the story can be rearranged. Sentences can then be cut up and rearranged to practice grammatical structures and word order. The vocabulary generated by the students can be worked into new dialogues. And the stories can be made into cloze exercises. A wonderfully versatile technique, the language experience story helps to unify a multilevel situation.

2) Strip Stories. In general, strip stories are short stories or dialogues, cut into sentence strips. Students then arrange the strips in logical order. Non-literate students can use pictures instead of words to make a strip story. Strip stories as a teaching technique can be developed for use at all levels. As mentioned earlier, strip stories may be used in small group activities, or they may be developed for use in the resource lab; they can even be adapted for individual use, with students working on similar versions of the same story, but at their own level of ability.

For example, the class is presented with a short dialogue about city buses. The dialogue may go like this:

a. Does this bus go to the East Side Shopping Mall?

b. Yes, but you have to transfer to the #20 bus at Broadway.

a. How far is that?

b. 5 more stops.

a. How much is that?

b. 60 cents, exact change, please.

a. Thank you. Can I have a transfer?

After practicing this orally, non-literate students may be given an illustration of, for example, a woman talking to the bus driver, 60 cents change, a bus transfer, bus numbered 20, and a picture of the shopping center. They can order these pictures and repeat what they know of the dialogue. Other students can be given the dialogue, in the form of sentence strips and asked to sequence them. Still others may be given a version which includes reported speech and perhaps more detail (e.g. "How much is that?" she asked, looking in her purse for money). Thus, all students are working on the same topic at their own level. However, the teacher (and/or aide) must make sure that there is time to go over the assignment with each student, or at least provide an answer key.

3) Cloze Exercises. Cloze exercises are also a useful technique, since they help students develop several types of language skills (e.g. vocabulary, grammar, reading). In addition, similar versions of the same cloze exercise can be developed for use at different levels. Some of the exercises may even be based on dialogues or strip stories previously presented. Below is an example of three related cloze exercises, all based on an employment dialogue.

Version A (for newly and semi-literates):

a. _____ have a __ob interview __omorrow.

b. Great. What __ime?

a. At _____ o'clock.

Version B (based directly on dialogue practiced orally previously):

a. I _____ a job _____ tomorrow.

b. Great. What's the _____?

a. Receptionist.

b. What does _____ receptionist do?

a. Answer _____.

b. What _____?

a. _____ messages.

Version C (dialogue adapted to a narrative):

Mary _____ a job _____ tomorrow _____ 1 o'clock in the afternoon. She wants _____ be a receptionist. She likes _____ answer _____ and she can _____ clear messages.

In Versior A, students are instructed to supply the missing letter. They have already practiced the dialogue orally and have seen it written. Now they can concentrate on writing the individual letters that help form the shape of the word. Version B is to help literate students recal. the vocabulary and structure of the dialogue. Version C is the dialogue adapted to narrative form, for more advanced students who can handle the challenge of something new. It is a modified cloze passage since there are more deletions than usual. However, students have practiced most of the material orally, enabling them to successfully complete what could be a very difficult task. Which students will receive which version is decided by the teacher; however, if one version is either too easy or too difficult, another version should be given instead.

Conclusion

As all teachers know, flexibility in the classroom is always needed, and a multilevel classroom is no exception. It is our hope that some of the suggestions made in this guide will help teachers to provide for that flexibility. The suggestions made here are not meant to be a foolproof methodology for daily use in the multilevel class. However, by choosing from a variety of activities, the severity of the multilevel "problem" can be lessened. Rather than wishing the "problem" would go away, it is only by accepting the challenge that teachers can help to reduce the feelings of frustration and failure that are inherent in the multilevel situation.

Appendix A: Selected Readings on the Topic

Canzano, Phyllis M. and D.M. Canzano. A Practical Guide to Multilevel Modular ESL. Portland, OR: English Language Services, 1974.

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Appendix B: Activity and Game Resources

Lee, William R. Language Teaching Games and Contrasts. New York: Oxford University Press, 1979.

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